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*State of Rhode Island and Providence Plantations.*

SECOND ANNUAL REPORT

OF THE

BOARD OF MANAGERS

OF THE

Rhode Island State Agricultural School and Experiment Station,

MADE TO THE -

GENERAL ASSEMBLY AT ITS JANUARY SESSION, 1890.

PART I.

STATE AGRICULTURAL SCHOOL.

[Part II.—State Agricultural Experiment Station—is printed under separate cover.]

PROVIDENCE:

E. L. FREEMAN & SON, PRINTERS TO THE STATE.

1890.

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## BOARD OF MANAGERS.

Rhode Island State Agricultural School and Experiment Station.



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C. H. COGGESHALL,	.	.	.	.	Bristol County.
CHAS. O. FLAGG,	.	.	.	.	Providence County.
CHAS. J. GREENE,	.	.	.	.	Washington County.
MELVILLE BULL,	.	.	.	.	Newport County.
C. A. SHIPPEE, of W.,	.	.	.	.	Kent County.

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## OFFICERS OF THE BOARD.

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CHAS. O. FLAGG, President, . . . P. O., Kingston, R. I.  
MELVILLE BULL, Secretary and Treasurer, P. O., Newport, R. I.

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## EXPERIMENT STATION STAFF.

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CHAS. O. FLAGG, B. Sc., . . . Director and Agriculturist.  
H. J. WHEELER, Ph. D., (Göttingen) . Chemist.  
L. F. KINNEY, B. Sc., . . . Horticulturist.  
SAMUEL CUSHMAN, . . . Apiarist.  
H. F. ADAMS, . . . Superintendent of Farm.

## SCHOOL CALENDAR, 1890-1891.\*

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### FALL TERM. 1890.

September 23d,	.	.	.	.	Entrance Examination.
“ 24th,	.	.	.	.	School begins.
November —,	.	.	.	.	Thanksgiving.
December 23d,	.	.	.	.	Term ends.

### WINTER TERM. 1891.

January 2d,	.	.	.	.	Term begins.
February 22d,	.	.	.	.	Washington's Birthday.
March 27th,	.	.	.	.	Term ends.

### SPRING TERM. 1891.

April 6th,	.	.	.	.	Term begins.
— —,	.	.	.	.	Arbor Day.
June 17th,	.	.	.	.	Term ends.

### FALL TERM. 1891.

September 24th,	.	.	.	.	Entrance examination.
“ 25th,	.	.	.	.	Term begins.

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\* All legal holidays and day of prayer for Colleges will be observed.

## FACULTY.\*

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JOHN H. WASHBURN, PH. D., (Göttingen).

*Principal, Professor of Chemistry, Lecturer on Dairying.*

CHARLES O. FLAGG, B. SC.

*Professor of Agriculture.*

HOMER J. WHEELER, PH. D., (Göttingen).

*Professor of Geology.*

L. F. KINNEY, B. SC.

*Professor of Horticulture and Botany.*

SAMUEL CUSHMAN.

*Lecturer on Bee Keeping.*

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*Instructor in English, French and Latin.*

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*Professor of Physiology, Hygiene, Zoölogy and Veterinary.*

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*Professor of Mathematics and Physics.*

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*Instructor in Wood and Iron-work.*

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*Lecturer on Rural Law.*

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*Lecturer on Business Law and Instructor in Book-keeping.*

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*Matron.*

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\* Vacancies to be filled.



## REPORT.

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*To His Excellency, H. W. Ladd, Governor, and the Honorable,  
the General Assembly of the State of Rhode Island, at its  
January Session, 1890:*

KINGSTON, Jan. 31st.

The Board of Managers of the Rhode Island State Agricultural School and Experiment Station desire to submit their Second Annual Report in two parts, the first being a report of the State Agricultural School and the second of the State Agricultural Experiment Station. This, in our opinion, is rendered necessary by the fact that only reports and bulletins of the *Experiment Stations* are mailable *free*, the addition of "any other matter printed or written" subjecting the whole to regular rate of postage. Thus we are able under existing law to frank that part of our report relating to the Agricultural Experiment Station to any post office in the State or country, while this portion relating to the School is only mailable post paid.

It has been thought best to make the report of the Treasurer, as regards the *school*, correspond in point of *time* with the financial report of the Experiment Station, which covers the period included in the United States fiscal year, therefore ending June 30th, 1889, and the report of the Treasurer to that date may be found on the last page of this report. But a small portion of the appropriation made by the Board for the purchase of school apparatus was expended previous to July 1st, and, therefore, appears as cash in the Treasurer's account.

At a meeting of the Board of Managers on May 24th, 1889, it

was voted to engage as Principal of the State Agricultural School John H. Washburn, B. Sc., then finishing a two years' course of study in Physics, Agricultural Chemistry, Dairying and kindred subjects at Göttingen, Germany, and where he graduated a few weeks later with honor, and received the degree of Ph. D.

For so young a man Dr. Washburn brings to the position a ripe experience. In June, 1878, he graduated from the Massachusetts Agricultural College, and taught school the following fall and winter in N. Raynham. From the spring of '79, for one year, he taught the West Bridgewater, Mass., High School, and then became a teacher in the State Reform School in Providence, where he improved his time when off duty in studying chemistry under Prof. Appleton of Brown University. In the fall of '81 he returned to Amherst and worked and studied in the Massachusetts Agricultural Experiment Station under Dr. C. A. Goessman. In January, '83, he was called to the Professorship of Chemistry and Physics, at Storrs' School, Mansfield, Conn., which position he resigned in June, '87, to prosecute his studies in Göttingen. His summer vacation in '84 was spent at the Sumner School of Languages in Amherst, Mass., and that of '85 in a trip through parts of Ireland, England, Wales, Belgium, Holland and a visit to the German Universities. The summer of '86 was spent at the Agricultural Experiment Station of Connecticut with Dr. Jenkins.

While in Europe he visited many of the Agricultural Schools and Experiment Stations, both on the Continent and in England, to ascertain the methods employed and see the work of investigation in progress. He is enthusiastic in his work and, in common with the Board of Managers and many citizens of the State who have the interests of this youthful institution at heart, believes that the State Agricultural School is destined to be an important factor in the training of the sons of Rhode Island citizens to the ultimate advantage of agriculture, the mechanic arts and industries.

In a great measure its efficiency must necessarily depend upon the wise liberality of the State in providing the means for the successful conduct of an institution planned to provide instruction in branches hitherto untaught in this State. To this end the Board of Managers have asked the General Assembly for an annual appropriation of \$10,000, feeling confident that from the experience of institutions in other States, that sum will be sufficient to maintain a school which shall be a credit to the State and of great benefit to her citizens. On the contrary, the Board believe that to reduce the appropriation below that figure will be detrimental to the best interests of the State and unjust to her agricultural and mechanical industries. The liberal policy of the State in providing free instruction and aid to the students at the State Normal School and the Rhode Island School of Design should be extended in some measure to this institution for the benefit of the agricultural and industrial classes. With this appropriation tuition will be free to the youth of this State, as it will be unnecessary to raise a revenue from the students in attendance. It is also necessary that the State provide suitable buildings for dormitory, recitation rooms and boarding department for the accommodation of the students and the successful organization of the school. The Board of Managers have asked the appropriation of \$50,000 for this purpose, and are confident they can construct the school buildings now necessary in a substantial manner for the above named sum. Trusting that your Honorable Body will make these necessary appropriations and thereby enable the Board of Managers to carry into effect the provisions of an act passed March 23d, 1888, to establish the State Agricultural School, this report is

Respectfully submitted,

CHARLES O. FLAGG, *President.*

*For the Board of Managers.*



## REPORT OF THE PRINCIPAL.

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*To the Board of Managers of the Rhode Island State Agricultural School :*

GENTLEMEN : I have the honor herewith to submit the following report :—

I was appointed principal last May, and in June given permission to purchase apparatus for the use of the school. The amount of money allowed me for investment was twelve hundred dollars.

I was in Europe at the time of my appointment as principal, and most of the apparatus was bought there. A good supply of chemical and some physical apparatus was purchased ; however there were not sufficient funds after purchasing a fair amount of chemicals and apparatus for the Laboratory, to buy all necessary for our instruction in Physics, and I hope to be able, during the coming year, to improve our means for physical instruction.

Some of the more important pieces for our chemical laboratory are as follows: Glass dishes, tubes, retorts, cylinders, jars and beakers for use in the laboratory and lecture room ; also porcelain dishes for evaporating purposes, apparatus for water, milk and fertilizer analysis, iron retort stands, all necessary reagent bottles, etc. For our physical laboratory, I purchased apparatus to illustrate the principles of mechanics and the laws of the flow, pressure and general properties of liquids, a few good balances, some apparatus to illustrate the facts concerning electricity, its movement, production and measurement, a small amount of apparatus to illustrate the

laws of heat, its measurement, movement and conversion into other forms of energy, viz.: light and electricity; a fair supply of apparatus to illustrate the laws of light, among the latter is a good educational lantern to be used in teaching chemistry, botany, mineralogy, geology, and especially physiology, animal anatomy, and in fact every department taught in our institution. We have also a good photographic camera which takes a plate  $6\frac{1}{2} \times 4\frac{3}{4}$  inches, which will be very useful in teaching certain departments, especially agriculture.

I returned to this country in September, and my duties here began October 1st. The forming of plans for the organization of our school, the preparing of a course of study, the examination of textbooks for our use, the answering of correspondence concerning our school, and explaining its objects to the people, the preparing of a list of appropriate books for our library, and the collection of Agricultural and Horticultural Reports, have been some of the duties of my office.

#### NEEDS OF OUR INSTITUTION.

As you are well aware, we have no place of any kind for the accommodation of students. I trust the General Assembly will provide a suitable building, the upper floors of which may be used as a dormitory, the lower being fitted for recitation rooms, library, reading-room, and a large room which will seat all the students and which may be used as a chapel or for lectures.

It is quite as imperative that we have boarding accommodations. Laundry facilities would be an important addition to our school, enabling us to reduce the necessary expenses of the young men. I earnestly recommend that the boarding department be in a building entire isolated from the students' dormitory. An annual appropriation for the maintenance of the school will be necessary, and we hope that a sufficient sum will be granted us to support a school that will compare favorably, to say the least, with agricultural in-

stitutions of a similar character in other States. We are fortunately situated on the same farm with the State Agricultural Experiment Station, and can obtain instructors and professors from the station corps of officers at a much lower salary than it would be possible to obtain other instructors of equal ability. This can be done without detriment to the Station, for it is better for these men to teach a little, and fortunate are we, as a school, to be able to procure the services of such talented men for special topics taught at our institution. It is desired that sufficient money will be appropriated to enable us to pay all our teaching force, that we may be a free school to Rhode Island pupils.

#### DESIGN OF THE INSTITUTION.

It is our purpose to have a school which is first class in all its departments, to fit young men who intend to pursue agriculture or the mechanic arts, for active life, to educate them in the branches of Agriculture and in other knowledge such as is necessary to develop their manhood and instruct them in the duties of good citizenship.

It is very difficult at the present time for a young man to find a place to learn a trade. The carpenters and machinists will not take the trouble to teach a young laborer. When he can do one thing well, he is made to do that and nothing else, because he turns off work faster and as a factor in production, is more valuable to his employer. The industrial schools which are being founded throughout this and all other civilized countries, are intended to obviate this distressing difficulty. Such an institution of instruction which has for its object the education and training of both mind and hand, is the most complete that can be devised; already rapid strides have been made in the great work of industrial education, and the experience of competent educators in this direction has been that the pupil learns as much, and in some cases more,



theory with, than without the additional knowledge of the practical manipulation of tools. A young man going out into the world from an industrial school has a great advantage over those young men who have had very little schooling, he is educated and becomes an active man in public and private affairs. Industrial legislation has been and will continue to be, forced upon our legislators. The trades must not remain in the hands of the ignorant. That the working men in many cases have not received justice is an indisputable fact, that many persons in these labor reforms become excited over one idea and do not know when they receive justice, is quite as indisputable a fact. They lack education to balance their minds. It is doubtless a potent factor in the solving of our labor troubles, *to educate the laborer himself*. That, and that alone can bring to us a peaceful solution of our social troubles.

Special attention is given to manual labor in our school and it is the desire of our faculty to have all agricultural and other labor which is performed as a class exercise, *educative*. Our entrance examination is within the easy reach of any pupil of ordinary intelligence from our district schools. We hope that the many boys of our country schools will be able to avail themselves of the rare privileges which we will offer to worthy young men who are striving for an agricultural and industrial education.

The special advantages of such an institution as we hope to make this one, extend into every community, not only to the agricultural but we might almost say especially to the manufacturing and industrial communities.

In the ever increasing circulation of men from country to city and from the city back again to the country, a school of this kind will teach the young man from the city the progress and improvements which have been made in agriculture. He can understand the best methods which are being successfully used in the special branch of agriculture he intends to pursue, and at the same time he becomes acquainted with the practical manipulation of farm



labor and management. Our industrial department will teach those young men not fitted to become farmers that special line of work to which they are adapted.

It is our purpose to have a Veterinary department to teach the care, hygiene, and selection of animals. This is a very important subject and affects the whole country. Our milk, butter and cheese supply is influenced by the health of the animals; the proper care, and a better knowledge of the condition of our domestic animals, their proper treatment during certain prevalent diseases and accidents, will be of benefit to the whole community. The question of food adulteration and inspection of beef and pork is becoming each year of more vital importance. Young men educated to understand these questions and dangers, when the school course is completed, should become important factors in the education of the community; it is possible for them to work through our Granges and Farmer-Clubs, doing much good.

\* The product of our animal industry in 1884, including meat, labor, wool, lard, and tallow was four times as much as the gross earnings of all the railroad companies in the United States. The value of the corn, oat, and hay crop reached a thousand millions of dollars, and into all of this is being poured a stream of adulteration. The producer and consumer must be protected, and it is the graduates of an institution of this character who may become important factors in stopping this great fraud; they can act as intelligent agents of the inspectors, and become a protection to the community in which they live.

The requirements of admission to our school embrace the ordinary English branches; Arithmetic through square and cube root; Geography; Reading; Spelling; English Grammar and an elementary knowledge of U. S. History. In a Prospectus which will be published about May 1st, the *expenses* connected with the course

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\* United States Dept. of Ag'l Chem. Bulletin No. 25.

will be given. It is our hope to offer tuition free to all Rhode Island pupils; board will be furnished at cost, it is intended that it will not exceed three dollars per week. It is proposed to charge each student just enough room-rent to keep the room and building in good repair.

The question is often asked—will young ladies be admitted to the agricultural school? I see no reason why young ladies cannot take part in the exercises, receiving the benefits of the lectures and recitations. We will have no facilities for the accommodation of young women at the school; the demand for such an education for young women has not been sufficient to warrant the furnishing of such facilities. However, if the young ladies found accommodation elsewhere, I see no reason why they should not receive a part or the whole of the instruction given.

It was considered wise to have a three years' course; two years is not long enough to get a fair knowledge of the branches taught, while four years is considered too long a time by many farmers to keep their sons away from home.

The course presented has been adopted by the trustees for trial; it is our intention to have the best course possible, and if on trial changes suggest themselves to us, these changes will be discussed, and if it is thought wise to modify this course it will be done.

## COURSE OF STUDY.

## JUNIOR YEAR.

FALL TERM.	WINTER TERM.	SPRING TERM.
Algebra, 4h.; French, 2h.	Algebra, 4h.; French, 2h.	Algebra, 4h.; French, 2h.
Physics, 3h.; Agriculture, 2h.	Physics, 3h.; Agriculture, 2h.	Physics, 3h.; Agriculture, 2h.
English, 3h.; Physical Geography, 2h.	English, 3h.; Human Physiology, 5h.	English, 3h.; Human Physiology, 2h.
Botany, 4h.	Music, 2h.	Botany, 4h.
*Optional Latin and German.	*Optional Latin and German.	*Optional Latin and German.
<i>Afternoon.</i>	<i>Afternoon.</i>	<i>Afternoon.</i>
Practical Agricultural Work, 2½h.; Mondays and Thursdays.	Carpentering, 2½h.; Mondays and Thursdays.	Practical Agriculture, 2½h.; Mondays and Thursdays.
Physical Laboratory, 2h.; Tuesdays.	Physical Laboratory, 2h.; Tuesdays.	Drawing, 2h.; Tuesdays and Fridays.
	Drawing, 2h.; Fridays.	

## MIDDLE YEAR.

FALL TERM.	WINTER TERM.	SPRING TERM.
General Chemistry, 4h.; French, 2h.	General Chemistry, 4h.; French, 2h.	Organic Chemistry, 3h.; French, 2h.
Geometry, 4h.; Botany, 2h.	Geometry, 4h.; Book-keeping, 2h.	Agricultural Chemistry, 2h.
Entomology, 3h.; Zoology, 2h.	Agriculture, 2h.; Market Gardening, 3h.	Farm Accounts, 2h.; English, 3h.
English, 2h.; Horticulture, 2h.	English, 2h.; Zoology, 2h.	Trigonometry and Surveying, 5h.
*Optional Latin and German.	*Optional Latin and German.	Bee Culture, 2h.; Laboratory Recitation, 1h.
<i>Afternoon.</i>	<i>Afternoon.</i>	*Optional Latin and German.
Practical Agriculture, 2½h.; Tuesdays and Fridays.	Carpentering, 2½h.; Tuesdays and Fridays.	<i>Afternoon.</i>
Chemical Laboratory, 2h.; Mondays.	Chemical Laboratory, 3h.; Monday.	Practical Horticulture, 2½h.; Monday.
	Drawing, 2h., and Music, 2 h.	Qualitative Analysis, 2½h.; Tuesdays, Thursdays and Fridays.

\* Optional Latin and German to be taken when the student can pass a satisfactory examination in one or more of the above studies and wishes to improve the time which would be occupied with the regular studies with one or both of the above optionals.

## SENIOR YEAR.

FALL TERM.	WINTER TERM.	SPRING TERM.
Dairy Farming and Cattle Feeding, 5h.; Agricultural Chemistry, 3h.	Stock Breeding, 3h.; French, 2h.	Geology, 4h.; French, 2h.
English, 3h.; Business Law, 2h.	English, 2h.; Rural Law, 3h.	Mental Science, 3h.; Hygiene, 3h.
Anatomy and Physiology of the Domestic Animals, 5h.	Science of Government, 2h.	Veterinary Science, 4h.
French, 2h.	Veterinary Science, 5h.; Agricultural Chemistry, 2h.	English, 2h.; Forestry and Landscape Gardening, 4h.
*Optional Latin and German.	Experiment Station Reports, 3h.	*Optional Latin and German.
<i>Afternoon.</i>	*Optional Latin and German.	<i>Afternoon.</i>
Practical Levelling and Surveying, 2½h.; Monday.	<i>Afternoon.</i>	Rhetoricals, 1h.
Practical Dairying, 2½h.; Thursday.	Iron Work, 2½h.; Tuesday.	Geological Excursions, 2h.
Practical Horticulture, 2½h.; Friday.	Drawing, 2½h.; Thursday and Friday.	
	Chemical Laboratory, 2½h.; Monday.	
	(Optional.) Rhetoricals.	

## OPTIONAL AND SPECIAL STUDIES.

It will be observed from the catalogue that we have placed both Latin and German as special studies. Our object is to afford a source of such instruction to those who require it. When a graduate from a good high school comes here, wanting the benefit of our agricultural instruction and training, also to receive an industrial training, the studies of the first year course might be too elementary for such a graduate, and in order to improve his time to the best advantage, it is considered wise to allow such a student to take some of the other studies or to pursue Latin or German. A student may take a special course of study, if the faculty consider it for his best advantage to do so.

\* The above optionals are studied under the same conditions as in Junior or Middle Year.



## LABOR.

Practical work on the farm is required two afternoons in the week during the Fall and Spring terms of the first year, and during the Fall term of the Middle Year, while the Spring term of the Middle Year and Fall term Senior Year are devoted to practical Horticulture.

During the Winter term of the first and second years, practical work in the carpenter shop will be required, and during the Winter term Senior Year iron work.

All class-work exercises will be made educative, and treated the same as laboratory work in any other branch of instruction. If a young man comes here proficient in the practical agriculture as taught at our class-work, the professor of agriculture may excuse him from that work, being convinced after examination of the student, that he is proficient. Agriculture, both practical and theoretical, has the same dignity in our course of study that chemistry or any other subject has; a student will be excused from the laboratory work or theoretical study of any branch in which he can pass a satisfactory examination, and the extra time allowed him for some other line of study. The labor of the students in the carpenter shop and at iron work is a part of their instruction and is not paid for unless special arrangements be made with the professor in charge. Class-work on the farm may be paid for at the price set by the Professor of Agriculture. All extra work outside of the required hours of labor is paid for when the student is employed by the superintendent in charge.

## SELF-SUPPORT.

Labor will be furnished to those students who are desirous of assisting themselves.

In many cases the young men could find time to work sufficiently to pay the most or the whole of their board. There will be work

about the buildings, on the farm, at the Experiment Station, and in the laboratories; much of this can be performed by the students.

#### PUBLIC WORSHIP.

The students are expected to be present at chapel exercises every morning, and on Sundays to attend service in some church at least once a day, unless otherwise excused by the principal.

#### DEPORTMENT.

We have no rules for the guidance of the conduct of our young men, except that they deport themselves on all occasions, as becomes gentlemen. Students who do not understand the elements of gentlemanly conduct will not continue to be members of our institution. Negligence, or absence from class duties of any kind will be vigorously opposed.

#### LOCATION.

We have an excellent location on a hill-side, which furnishes us with rapid drainage and a delightful view. We are less than two miles from the railroad station. The contract is already let for a macadamized road to lead from our grounds to the station, which will insure us at all times a good walk and drive. The railroad station is situated on the New York, Providence & Boston R. R., with eighteen trains daily, in the winter, stopping at Kingston, and more in the summer. The town is a very healthful place, five or six miles from the ocean.

#### BUILDINGS AND MEANS OF ILLUSTRATION.

We have a farm of nearly 140 acres of land which represents fairly the land of our State; a part is rocky but excellent grass land, a portion is level without any stones, a light sandy loam, and we have some wet low land.

A good new barn for horses and cattle has been provided, farm implements of improved patterns, a carpenter shop, a place for a slaughter-house, horses, and a nucleus for the filling of a stock barn. In the Horticultural Department will be found a temporary green-house; it is hoped a new one will be supplied soon. A nursery is well filled with fruit and forest trees which are ready to be transplanted next spring. The Botanical Department is as yet not furnished with the necessary apparatus for instruction. Mr. Samuel Cushman, our Apiarist, has a fine collection of bees, all of the principal kinds raised in this part of the country. The Veterinary Department is to be furnished with charts, models, and anatomical preparations to study the healthy and deceased structure of the domestic animals. The physical laboratory has some apparatus, and the chemical is well equipped with apparatus for lecture instruction, laboratory work and analysis of agricultural products; there is an excellent chemical laboratory built of stone, one-half of which is used by the Experiment Station, the other by the School. Dr. Wheeler has purchased for the use of the School a collection of minerals and geological specimens, also specimens of all the different materials found in the Starsfurt salt mines—to this is added the use of Dr. Wheeler's private collection.

A library has been already started, in connection with the Experiment Station. We have several hundred valuable books, in English, French and German, and many of the periodicals in the above three languages. Agricultural books and valuable reports have been collected and it is proposed to make many valuable additions to our present library.

An excellent transit has been procured, which can be used in surveying, and the carpenter shop will be furnished to accommodate our classes; a blacksmith shop will be added to our means of illustration and instruction.

I am, very respectfully,

JOHN H. WASHBURN,

*Principal of School.*



## REPORT OF THE TREASURER.

*Melville Bull, Treasurer, in account with the Rhode Island State Agricultural School.*

### DR.

To State appropriation.....	\$5,000 00
" interest on bank account.....	44 16
" sundry Farm receipts ..	20 82

\$5,064 98

### CR.

By purchase of Farm*.....	\$1,000 00
" interest.....	28 17
" school apparatus.....	200 00
" incidental account (surveying and architect).....	700 00
" roads, water supply and drainage account .....	118 95
" cash balance, June 30, 1889.....	3,016 86

\$5,064 98

This is to certify that we, the undersigned authorized Auditing Committee of the Board of Managers of the Rhode Island State Agricultural School and Experiment Station, have examined the accounts of the Treasurer of the State Agricultural School, and find the same correct as set forth in the above statement; that proper vouchers for all expenditures are on file and agree with the account.

C. H. COGGESHALL,  
CHAS. A. GREENE,  
CHRIST. A. SHIPPEE,

*Auditing Committee.*

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\* The farm cost \$5,000, of which sum the town of South Kingstown, by vote of the town council, paid \$2,000, and the citizens of Kingston with their friends, by private subscription, \$2,000.